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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

THE SCHOLARSHIP OF HIGH SCHOOL PUPILS
WITH SPECIAL REFERENCE TO
METHODS OF IMPROVING IT

Submitted by

Ambrose Benton Warren

(A.B., Colby, 1899)

In partial fulfilment of requirements for
the degree of Master of Arts

1929

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SPECIAL REFERENCE TO METHODS OF IMPROVING IT.

I. INTRODUCTION

(a) The scholarship question is a permanent one.

Just so long as educational institutions continue to function in civilized communities, just so long will the question of scholarship be a live topic among school officials. Whether it be considered under the title of "Failures" or "Scholarship" educational periodicals are rich in reports of studies which have been made along this line, and they will continue to print accounts of what educators are learning about the causes and remedies for poor scholarship and consequent failure.

So, in the light of present day knowledge there is little likelihood of the question now under discussion being set to one side as settled; it will prove to be quite permanent.

1. Scholarship is fundamental in school work.

The fact that our educational institutions are founded for the dissemination of knowledge and the training and guidance of the mental and moral faculties of our young people makes scholarship a very fundamental factor in our school work. What shall be taught, how it shall be taught, and when it shall be taught are determined very largely by that characteristic which in this article will be referred to as scholarship.

THE HISTORY OF THE

REPUBLIC OF THE

The Republic of the United States of America is a country of many people and many ideas. It is a country where people are free to think and speak as they please. It is a country where people are free to worship God in their own way. It is a country where people are free to live their lives as they see fit. It is a country where people are free to choose their own leaders. It is a country where people are free to make their own mistakes. It is a country where people are free to learn from their mistakes. It is a country where people are free to grow and change. It is a country where people are free to be happy. It is a country where people are free to be proud. It is a country where people are free to be Americans.

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Vocational guidance wisely administered has proved of great value in education, and if a large percentage of low scholarship marks is the result of poor educational guidance, then one line of attack to improve scholarship records is the one that directs attention to the adaptation of the subject matter to the scholastic abilities of the learner.

2. Constantly changing social and economic conditions cause frequent changes in the aspect of the problem.

The permanency of the problem is further guaranteed by the constantly changing social and economic conditions. One has but to study the history of education in his own locality to be convinced that the problem of success and failure in school work is continually presenting new phases because of the ever changing social and economic life which the product of the school enters when he completes his formal education.

3. New methods in education compel new treatment of the problem.

The ever increasing knowledge which educators are acquiring of the teaching and learning processes compel new methods in the treatment of scholarship problems. Methods and devices which were considered workable only a few years ago are supplanted today by others in keeping with more recent opinions and theories relating to mental growth and development.

4. The enrichment and expansion of the high school curriculum have contributed to the problem.

These varying social and economic conditions, the increased knowledge of the educational processes, and the consequent new demands upon the educational machinery have all reacted to produce an enrichment and expansion of the high

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school curriculum to an extent doubtless beyond all conception of those men who laid the foundations of American education in the early Colonial days of the nation. Every new subject which has been added to the high school curriculum has made its contribution to the scholarship problem.

For just so surely as a new subject is introduced the question of how much the children can be expected to learn of this subject, to what extent it shall be taught, from what standpoint it shall be taken up, and for what class of children it is important, must be carefully considered. The reactions of the pupils as reflected in their marks are challenges to their teachers to keep their minds open and receptive to such modifications as need be made to adapt the subject to the needs of those taking it.

So the very fundamental nature of the scholarship question, the constantly changing social and economic conditions, new methods in education, and enrichment of the high school curriculum all contribute to make the scholarship question a permanent one.

(b) Other studies of the question of scholarship.

1. Numerous and varied.

One has but to scan the bibliographies of theses and dissertations dealing with educational problems to be convinced that those dealing with questions of failure and scholarship are very numerous. They have been made in many localities, from every view point, and for many purposes. There



is hardly a school system in the country of any size that has not had its study of this vital question, and, of course, the most usual purpose of the study is to acquaint educators with existing conditions and to devise means of improving them.

Some idea of the variety and nature of these studies may be obtained from a study of any bibliography dealing with the subject. It will be seen that scholarship is linked up with almost every phase of educational work from causes of failure¹ to their prevention,² from the effect of tobacco³ to the effect of prizes,⁴ and from prediction of success from psychological tests⁵ to prediction of success from photographs.⁶

2. The group vs. the individual.

A study of the many investigations discloses the fact that scholarship has been considered both from the standpoint of groups of pupils and from the standpoint of the individual.

The records of the older studies show that the group was more generally studied in contrast to present day tendencies where one finds the individual as the center of attention. Notable among the latter studies are the Dalton and

1. Gardner, C.A., A Study of the Causes of High School Failures, School Review, Feb. 1927, p. 108-112.
2. Johnson, L. W., Technique for Preventing Failures, American Educational Digest, July, 1928, p.493-5.
3. Earp, J.R. Tobacco and Scholarship, Scientific Monthly, April, 1928, p. 335-337.
4. ----- Prizes and the Improvement of Scholarship. School Review, February, 1928, p. 92-3.
5. ----- Mental Tests and School Marks, 21st Year Book of N.S.S.E. p.
6. Landis, C. & Phelps, L.W., Prediction from Photographs of Success and Vocational Aptitude, Journal of Experimental Psychology, Aug. 1928, p.

3. Usually studied locally.

Batavia plans for individual instruction. However, it has been the writer's experience that studies thus far on record have been for the most part local, and very few statistics, if any, deal with the problem as a national one in educational circles. Doubtless this is as it should be. Many difficulties are local in nature, and therefore demand treatment suited to the needs of that particular locality.

One of the most extensive of these local studies is School Document No. 12, 1925, Boston Public Schools. Report on Age and Progress of Pupils in the Boston Public Schools.

In his introduction Asst. Director Kallom contrasts the European educational systems with those of the United States, and points out that "There is, however, no uniform system of education in the United States such as is found in Europe, for the control of the education of our children is centered in state, county, city or town.

Thus it is possible for us to contribute more generally to the specific needs of the individual, and to diversify the lines along which each pupil may travel, thus fitting him to take a better and more useful place in society."

So it seems there is justification not only for the local study, but for the study of the individual need.

(c) The special problem of the writer.

The writer was in charge of all failures in a large city high school over a period of eight years, and when he was later transferred to a newly organized high school for boys enrolling annually about 1800 he was made chairman of the

scholarship committee. In this capacity he is expected to use his experience and knowledge to organize and direct his committee in the best possible methods to stimulate teachers and pupils to the highest scholarship records.

II. PURPOSE OF THE STUDY

- (a) To determine the present status of the scholarship in the school as indicated by the teachers' marks.

In undertaking any responsibility such as the one under discussion one should acquaint himself with existing conditions. In this instance the writer was faced with records largely the results of the work of individual teachers. There had been no study of marks since the school was organized, nor had any systematic constructive work been done by any individual or group for the purpose of acquainting teachers or departments with the situation. Hence the most important duty of the writer was to study the situation as it existed at the beginning of school in September, 1923.

- (b) To organize a systematic plan for improving both scholarship and marking.

With the situation as it existed with no definite working policy, no specific remedies for existing faults, and no traditions in the school the writer addressed himself to the organization of a plan which would have workable features for teachers already heavily loaded with regular teaching programs.

III. THE ORGANIZATION OF THE PLAN.

(a) The Head Master.

The head master is ex officio in a position to supervise the work of every committee, and is the most natural one to appoint the members of his committees. In our plan now under discussion the scholarship committee is one of several committees which have charge of various phases of the school work. The head master who is tactful and efficient will choose his committees with due regard to the execution of his policies, and will make the personnel of his committees such that his work will be largely directing and supervising rather than the actual doing of the work assigned to others.

(b) The scholarship committee.

In this study the committee in charge of failures and honor roll pupils is called the scholarship committee.

It consisted of three members chosen to represent the three phases of the curriculum subjects, viz., academic, commercial, and industrial.

The head of the science department represented the academic group; the head of the commercial department, the commercial department; and the head of the industrial department, the industrial group.

The function of this committee was to represent the head master in this particular phase of the work, and to so make use of available data as to bring pressure to bear

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where needed through its own activities and those of other members of the faculty.

(c) The heads of departments.

In studying data from a large system there are sure to be questions of a strictly departmental nature, and so in this scheme the heads of departments were used for the purpose of studying situations clearly created by conditions in their own departments. For this purpose they were advised to study the records of their own departments and compare them with those of other departments for the purpose of detecting causes of and applying remedies to abnormal and undesirable situations.

Information necessary for department heads was usually given through informal conferences with the chairman of the scholarship committee. Department heads were then in a position to advise teachers within their own departments and to assist in dealing with cases peculiar to their own departments.

(d) The home room teacher.

In any plan of organization in school work today there must be some one teacher, at least, in a position to become acquainted with the individual pupil. The most likely one in the school system now being considered was the home room teacher. He had charge of all records of his home room pupils. He was responsible for issuing and collecting report cards. Through him the scholarship committee was in-

formed of honor roll pupils and failing pupils. Through his coöperation the scholarship committee collected most of the data relating to pupils.

To the home room teacher and the subject teacher was assigned the disposition of the single failure cases.

(e) The class room teacher.

The class room or subject teacher holds a position of great importance in this scholarship and failure question. It is he who can tell what the pupil is failing to do, and his diagnosis of the case is always of great importance, especially if he is an experienced teacher.

In the operation of the present plan he was expected to inform the committee of any unusual situations and almost always he was consulted when the parent came to inquire about the progress of a boy.

(f) The pupil.

The pupil who is failing is the center of attraction in this scheme. Everything that can be found out about him is important. When a case was being considered all of the available school history, whether on record or given verbally by pupil or parent during conferences was taken into consideration.

His out-of-school activities, his character and associates were considered, as were also his habits of study and general health.

(g) The parent.

Not the least important by any means in this plan is the parent. In all cases handled by the committee the parent was invited to confer with the scholarship committee, and although only 26% took advantage of this invitation, a far smaller number than was hoped for, the committee felt that much good came from these conferences.

They gave the committee an excellent opportunity to get some idea of home environment, the attitude of the parent toward the school, the habits of the boy outside of school hours, in fact the writer sometimes felt as if the whole question of failure or success could be settled during one of these conferences with the parent.

(h) The vocational adviser.

The vocational adviser or counselor is becoming more important each year in any plan that has to do with more efficient operation of the teaching and learning processes, especially since attention has begun to be given to educational guidance.

In the plan now being reported the committee made use of the vocational adviser largely for outstanding cases in the first two years of the high school work.

(i) The opportunity class.

In the latter part of December the school board put into operation for all high schools what has been called an Opportunity Class for boys who were proving to be misfits in

the courses they had undertaken, or the schools they had entered.

Such boys as were making utter failure of the regular high school work were consulted, and with their parents informed of the possibilities for "finding themselves" afforded through the opportunity class. The plan was to take these boys and try them out in one type of shop work each month for the remaining seven months of the year. Fundamental academic classes were conducted for a part of the day, in addition to the shop work. The number in the working units thus formed was small, so that there was a chance for the instructor to study each individual case. This is to continue through the year, and in June the boys will be given the best advice possible as a result of this study. Some will be returned to the schools from which they came; some will be directed into other schools where the industrial work for which they have shown aptitude is taught.

(j) The assistance class.

During the latter part of the year it became possible to assign one teacher to the task of giving individual attention to those cases of single failures where the subject teacher thought such aid might result in success for the pupil by the end of the year. Instead of allowing a pupil to drop a subject for the remainder of the year when failure seemed almost certain the pupil was given this work in an Assistance Class in addition to his regular class work. Of course, a study period had to be sacrificed for this purpose, but the fact that the pupil was failing was indication

that study time needed supervision, so this device was resorted to in all hopeful cases.

(k) The plan as a whole.

The plan considered as a whole is intended to permit of the operation of the head master's policy through every possible avenue and agency in the school, so that attention will be concentrated upon the pupil. The situation may be likened to the action of a lens. Just as a lens may be used to focus rays of light on some object, so the policies of the head master may be brought to focus upon the pupil through a lens composed of the various committees and agencies at his disposal. The path of the rays may be quite direct from the head master through the scholarship committee to the pupil, or it may take a more divergent path involving one or more of the various agencies herein mentioned, but in either event the rays will later converge and focus upon the pupil. The comparison becomes even better when we realize that the intensity of the attention brought to bear upon the pupil is a function of the amount of the lens, i.e., the number of agencies used.

IV. OBSERVATIONS

(a) The organization of the school.

The student body in this study is composed of about 1820 boys from several suburban elementary and intermediate

schools in a large city system. The fact that they have met certain requirements toward their 100-point diploma admits them without examination to the first or second year of high school.

Reference to assistance which pupils and their parents may have from "counselors" in the elementary and intermediate schools is found in one of the school documents.¹

It says: "The important thing now is for you to decide what sort of course you should elect------. It seems well, therefore, to insist that you make up your mind, first, that you are going on in school; second, that you definitely decide on the school you are going to attend. In every elementary and intermediate school there are 'counselors' who are especially trained to advise with you and your parents so that you may choose the type of school best fitted to your needs and aptitudes."

Choices of schools and courses are made by the pupils and their parents on the basis of the advice thus received, their elementary school record, information distributed by representatives from high schools to the elementary schools, and, of course, the ambitions and wishes of pupil and parent.

The course of study is very largely elective, although certain sample courses are provided to guide pupils. One

1. School Document No. 6, 1919, Boston Public Schools. Latin, High, and Intermediate Schools. What they offer pupils from elementary and intermediate schools. A guide to the choice of a suitable secondary school. Page 5.

who chooses the college preparatory course, for example, is advised to take certain studies through the four years in order to assure complete preparation for admission to college. Other courses are mapped out for boys wishing to follow the commerical branches.

There is no attempt to place pupils in divisions from the standpoint of scholarship, either in the first year or later years with the exception of two classes in science, one in Physics and one in Chemistry. Beyond segregation into commercial, college preparatory and industrial groups there is no pretense at ability grouping.

The teaching force consists of a head master, several heads of departments, all of many years experience in teaching, and about 55 class room teachers a large majority of whom are men of comparatively little experience.

(b) The first bi-monthly report.

The plan as outlined earlier in this article has been in operation less than a year, and so not all phases of the plan are functioning as well as they may be expected to after there has been more time for supervision of its operation and study of results.

On the first day of November report cards were issued to every pupil in the school. A total of 9044 marks was given to 1820 boys, an average of slightly less than 5 marks to a boy. 1607, or 17% of these were failure marks, D's or E's, while 2631, or 29% of them were honor marks, A's or B's.

The magnitude of the task of reaching all of these failure cases in addition to teaching and departmental supervision at once impressed the writer, and he decided to concentrate his efforts on the worst cases, those of two or more failures, in the academic group..

1. The honor roll.

The honor roll, composed of those getting all A's or B's was issued and posted about the building to encourage those who had excelled to continue to do so. And although the writer admits that there are certain vicious characteristics about an honor roll, he feels that it does more good than harm, chiefly because of its stimulating influence to those who are really ambitious. This first honor roll contained only 59 names.

2. The failures.

Those who failed were divided into two groups, those who failed in a single subject, and those with two or more failures. The former were referred to individual class teachers and department heads, and the latter were divided into three groups for the purpose of advice and study, the academic group, the commercial group, and the industrial group. The study from here on will refer chiefly to the academic group with which the writer was chiefly concerned.

There were 764 boys in the academic group. 147 of these boys failed in two or more subjects. This is 19 percent, and considering that this number does not include

the single failures, it seems alarmingly large.

3. Notification of the parent.

Feeling that every possible agency must be brought into action to remedy this condition, and confident that much of the difficulty lay in lack of study on the part of the boys, the following letter was sent through the mail to the parents of these boys.

Dear Sir:

Your son _____ is failing in _____ subjects and is in grave danger of losing his points for the year in these subjects. This is unsatisfactory to us, and must be to you.

We urgently request that you come here, at your earliest convenience, and see us regarding his school work.

Mr. _____, of our Scholarship Committee, will be free to discuss this matter with you at ten o'clock, Wednesdays and Thursdays, or at two-thirty daily on school days, except Thursdays.

Headmster

For your information report cards are issued to your son November 1, January 1, March 1, May 1, and June 21.

4. Visitation by the parents.

Only 35 parents called at the school, 4 wrote letters or telephoned, making the total number of recognitions 39, or 26.5%. This, in itself, was a discouraging feature of the work, because it appeared to indicate a lack of interest and spirit of coöperation on the part of the parent. It was interesting to note that most of the responses came from the parents of first year boys; 63% of the parents of first year boys responded to the notice. On the other hand only 15% of the parents of boys who were candidates for graduation in the following June evinced any interest whatsoever.

On the other hand, of those 39 who visited the school only two offered any criticism of the school or of the teachers, and their criticism related to poor equipment in books some of which were in poor condition during the early crowded days of the term. In every other instance there was every indication that the parent was anxious to coöperate with the school.

Certain definite questions were asked of every parent.

1. Did you personally see the boy's report card on Nov. 1?
2. How many hours is the boy studying outside of school?
3. Is there anything that you know of relative to the boy's health that should account for the failure?
4. How does he spend his leisure time afternoons and evenings?
5. Do you know the habits and characters of his associates?
6. Are you keeping yourself informed regarding his own personal habits?
7. What do you consider yourself is the cause of the boy's failure?

This last question was also asked of the boy as an introduction to what sometimes turned out to be quite an illuminating account of his case. These questions were not asked in a formal way, but were always brought into the discussion of the case in a conversational way, so the parent had no occasion to feel as if he was being cross-examined.

These conferences confirmed the writer's suspicions that the average parents are pitifully ignorant of what their children are doing and how they are developing. These boys were continually and systematically "putting it over" on their parents, claiming that they got their lessons during study hours in school, that no home lessons were assigned, teachers were out of school because of illness, etc.

In the majority of cases consulted the cause of failure was stated as lack of study. This confession was very common, whether parent and boy both thought that the proper reply to make or not the writer could not determine. He believes, however, that this very feature of the conferences deserves study in a field all by itself. Who is going to solve the problem of educational guidance so that not only boys will be guided, but their parents and teachers as well? We may be making some headway, but there is a vast amount of work to be done still.

If 26% of the parents notified proved so poorly informed regarding their sons, what shall we say of the other 74% who failed to pay the slightest attention to the notice sent them? Certainly it looks as if the burden on the schools is something more than the teaching of children.

"Few parents understand the physiology or the psychology of the adolescent child. This fact alone has caused many a pupil to fail in school, has forced many a child to lie, steal, and form evil habits, and has driven many a boy and often a girl to leave home."¹

5. Guidance and Failure.

There is, however, a reason for these failures in high school far deeper and more significant than those usually mentioned in lists where studies of this type have been made. The great majority of these boys who are failing are doing so because they are being compelled to follow courses quite foreign to their aptitudes and beyond their mental capacities.

A study of the intelligence quotients of these boys with special reference to their correlation with the marks given by individual teachers would be a means of arriving at some conclusions regarding the abilities of the boys to carry on the courses they are pursuing as well as a means of checking up on the marking systems of some of the teachers.

Unfortunately, however, only about 50% of the intelligence ratings of these failing pupils are available due to the fact that many pupils come from school systems where ratings are not made and passed on to the higher schools. A study of all of the ratings available shows that these boys are for the most part border line cases. The average I. Q. of 23 from the first and second year classes was 99, with ratings varying from 76 to 132.

This situation invites investigation. The low average

1. Davis, Jesse B. Vocational and Moral Guidance, Ginn & Co. 1914. p. 132

intelligence rating indicates the probable lack of ability of many of these boys to carry on a college preparatory course, so a further study of individual cases is really necessary before final conclusions can be drawn.

We must admit that many failures are due to poor guidance both on the part of the school and of the home. The writer has noticed during many years of the study of failures that parents are frequently ambitious for their children far beyond the mental capacity of the children as well as their own financial resources. When parents insist that their children take the college preparatory courses, it is hard for the school authorities to say "You can not, you are not sufficiently well equipped mentally to undertake this type of work."

6. The individual cases

In this group of failures in the academic course there were 11 cases in which the I. Q. of the pupil was well below 100, as low as 76 in one case. These pupils and their parents were informed of the Opportunity Class and some took advantage of it. The rest kept on, but surely for all that the teachers can do in that line of work only failure awaits such pupils. All that can be done now is to advise at the end of the year against the repetition of any such choice of studies as involves preparatory studies for college.

7. The teachers' marks.

The most striking and thought provoking phase of this whole study is found in a survey of the teachers' marks. One wonders after studying them whether or not there is any

It is well known that the problem of the existence of solutions of the system

$$\begin{cases} \Delta u = f(x, y, z, u, v, w) \\ \Delta v = g(x, y, z, u, v, w) \\ \Delta w = h(x, y, z, u, v, w) \end{cases} \quad (1)$$

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$$\begin{cases} \Delta u = f(x, y, z, u, v, w) \\ \Delta v = g(x, y, z, u, v, w) \\ \Delta w = h(x, y, z, u, v, w) \end{cases} \quad (1)$$

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defense for the marking system. Certainly the situation disclosed herein should not go unheeded. At least attention should be drawn to the situation and all available knowledge on the subject brought to bear upon it.

It is too much to expect that all unevenness can be ironed out, but certainly no teachers pretending to be professionally inclined can dispute the fact that each one should give serious thought to this matter of marking, and endeavor in so far as he is able to adjust his work for his pupils and his requirements from them to such standards as will provide reward for deserving workers, and make it impossible for idlers and incompetents to get credit for work not accomplished.

A study of marks for the first period showed that the range of marks given was much greater than one would guess. In every department, except two, there were teachers who gave no A's, while there was one teacher who gave 32% A's. The largest range was in a single department, from 0 to 32% A's. This seems too wide a range in view of the fact that there was no ability grouping. The failure marks had an even wider range. There was one teacher who failed none and another who failed 33.7%.



Percentages of A's and the ranges by departments. Sept.-Oct. marks.

	Smallest percentage of A's given by a single teacher.	Largest percentage of A's given by a single teacher.	Range for the depart- ment.
Department 1 3 teachers	2	7.9	5.9
Department 2 7 teachers	0	8.1	8.1
Department 3 6 teachers	1.5	9.7	8.2
Department 4 10 teachers	0	10.2	10.2
Department 5 7 teachers	0	19.4	19.4
Department 6 9 teachers	0	22.7	22.7
Department 7 6 teachers	0	27.7	27.7
Department 8 11 teachers	0	32	32

Percentages of failure marks and ranges by departments.
Sept.-Oct. marks.

	Smallest percentage of failure marks given by a single teacher.	Largest percentage of failure marks given by a single teacher.	Range for the de- partment.
Department 1	14.7	32.2	17.5
Department 2	3.4	32.3	28.9
Department 3	8.6	30.6	22.0
Department 4	8.2	33.7	25.5
Department 5	0	20.3	20.3
Department 6	4.8	27.8	23.0
Department 7	9.3	27.4	18.1
Department 8	4	26	22.0

In the second table the departments are numbered the same as in the first table. It will be noted that there is greater uniformity in the upper limit and that the range is more uniform in the second table than in the first. No. 5 happens to be the Industrial department. There we find one teacher failing nobody and the upper limit for the department is well below all of the others. The writer believes he sees in that situation a lesson in guidance. These boys have chosen work for which they are adapted probably to a better degree than any of the rest of the school with the result that there are fewer failures.

The department having the highest percentage of failure marks is the English department, but only two of the ten teachers in the department approached this upper limit; the rest of the department had an average below 20%. Since all boys are obliged to study English these teachers should be informed of this situation by the head of the department, and steps taken either to forestall its recurrence or justify it by explanations. The other high percentages are in the languages and mathematics. The writer believes this is explainable from the fact that many boys are pursuing these college preparatory subjects without purpose or reason. They need guidance before they start the work of another school year.

Another school document¹ containing data from the entire city system says: "The following limits based upon

1. School Document No. 12, 1925. Boston Public Schools. Report on Age and Progress of Pupils in the Boston Public Schools. Page 101.

actual experience and a study of statistics available are suggested, with the request that principals and teachers keep them in mind when making up and recording marks of their pupils:"

A.	5-15%
B.	25-35
C.	40-50
D.	5-10
E.	5-10

The marks in the system under consideration, therefore, have a range fully twice as wide as the report suggests as advisable. This points definitely to a lack of uniformity in assigning grades by different teachers.

The entire school for September and October had the following percentages of marks: A's, 6.4%; B's, 22.6%, C's, 53.1%; D's, 15.2%; E's, 2.5%. These average fairly well with the suggested figures, but it will be seen that in the first marking period there is a tendency on the part of the teachers to use the middle grade rather generously. They are cautious at both extremes. This is due to the feeling of uncertainty about the accomplishments of their pupils in the first busy weeks of the year when a great amount of time is used in getting a large school started and class work is frequently interrupted.

The following graphs show a few of the characteristics common to many large groups of teachers. They were all plotted from the Sept.-Oct. grades referred to above. No. 1 is the graph of the 9044 marks given and the best fitting

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curve of normal distribution.

No. 2 was plotted from the marks of a single department and is compared with the normal curve. The department curve shows the tendency of the teachers to avoid the higher marks and the lower marks, as described above. It was so early in the year they had not become acquainted with their pupils, and so used the safe marking zone, the C grade.

No. 3 is the curve of the marks assigned by one teacher who had a tendency to mark low. Incidentally the writer had to call this teacher into more conferences with parents than any other teacher.

No. 4 is the curve of the marks of another teacher who gave an excess of high marks.

These normal and abnormal cases were studied by the committee, and the results passed through the heads of departments to the individual teachers in the hope that better results would be forth coming.

This variability in marks is not surprising. Other far more extensive studies have found great variability in marks given in different cities, between marks given in different schools in the same community, between marks given by different teachers in the same building, and even between the marks of the same teachers given at different times on the same papers.

Johnson of the University High School, Chicago, was one of the first to study this situation and call it to the

attention of educators.¹ Later he incorporated his study into his book "Administration and Supervision of the High School", and devoted an entire chapter to the discussion of school marks and marking systems. He says: "To assure the use of a marking system which shall serve the purposes set forth earlier in this chapter ----- is an administrative problem of great importance for the principal. It requires the change of deep seated habits of teachers. A good method of procedure is to assign to a committee an investigation of the present practice, to be followed by faculty discussion from which should develop a plan for consistent practice. Thereafter statistical and graphical representation of the marks of each teacher and department should be placed before the faculty at the end of each semester for the purpose of showing clearly how the plan is operating and of securing its further improvement."

Later, in 1914, F. J. Kelly made an extensive study of marks and his thesis on "Teachers' Marks, Their Variability and Standardization"² has been a standard work for the past fifteen years since its publication. He too found this great variability in teachers' marks which Johnson had noted, but he took a somewhat different attitude toward the situation claiming that more of it than Johnson thought was to be expected and was unavoidable.

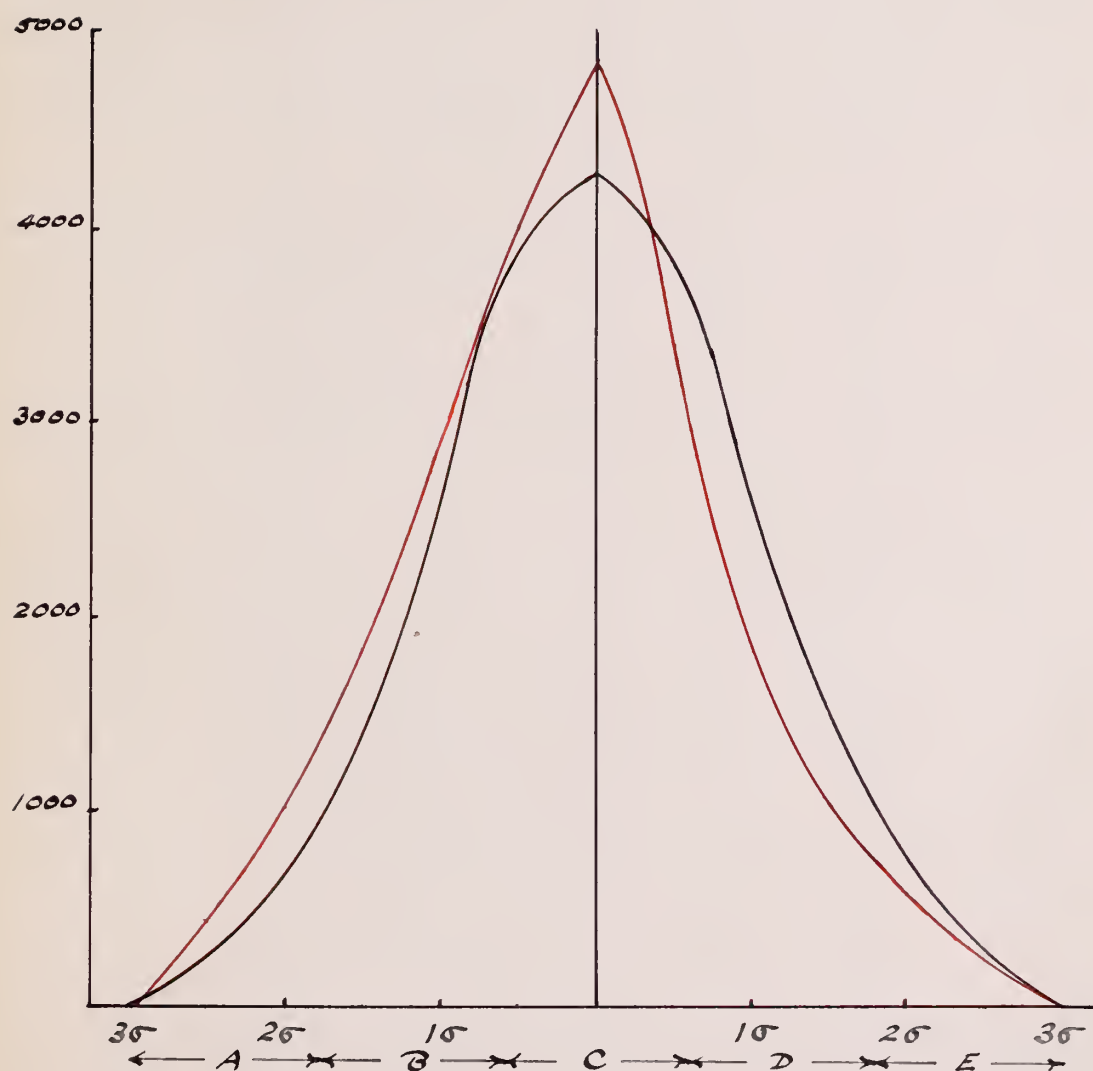
1. Johnson, F.W. "A Study of High School Grades," School Review 19, 13-14, Jan. 1910.
Johnson, F.W. "Administration and Supervision of the High School" Chap. XV. Ginn & Co. 1925.
2. Kelly, F.J. "Teachers' Marks, Their Variability and Standardization, Teachers College Contribution to Education, Vol. 66, 1914.

In the present study many of the marks have been given by teachers of little experience, so the plan which Johnson suggests is quite applicable in this instance, and has many arguments in its favor.

No. 1. Graph of 9044 marks and the best fitting normal curve
Plotted from data taken from the report of Nov. 1, '28.

Dorchester High School for Boys

Boston, Mass.

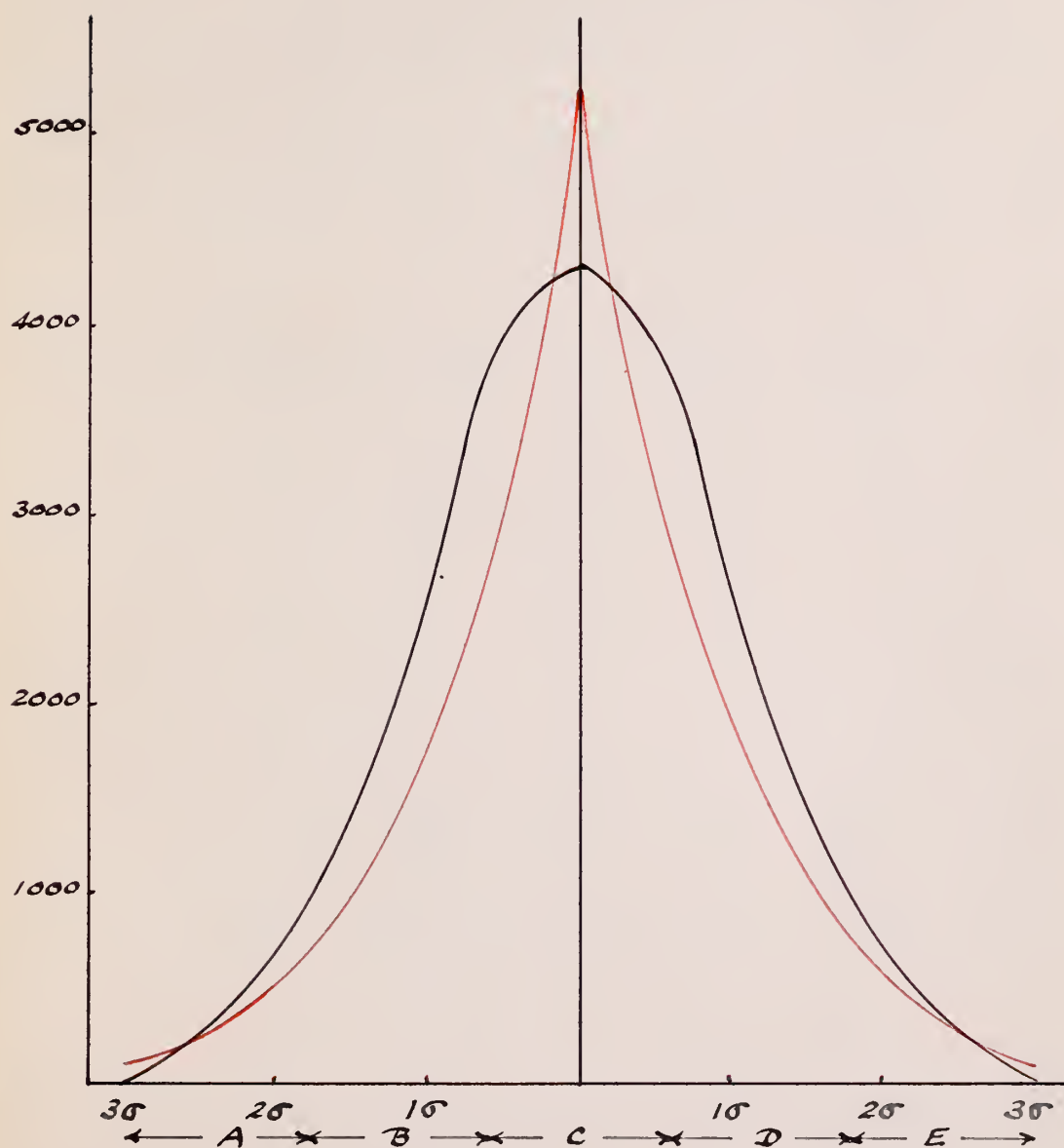


No. 2. Graph of the marks given in a single department compared with the best fitting normal curve of the marks of the entire teaching force.

Plotted from data taken from the report of Nov. 1, 1928.

Dorchester High School for Boys

Boston, Mass.

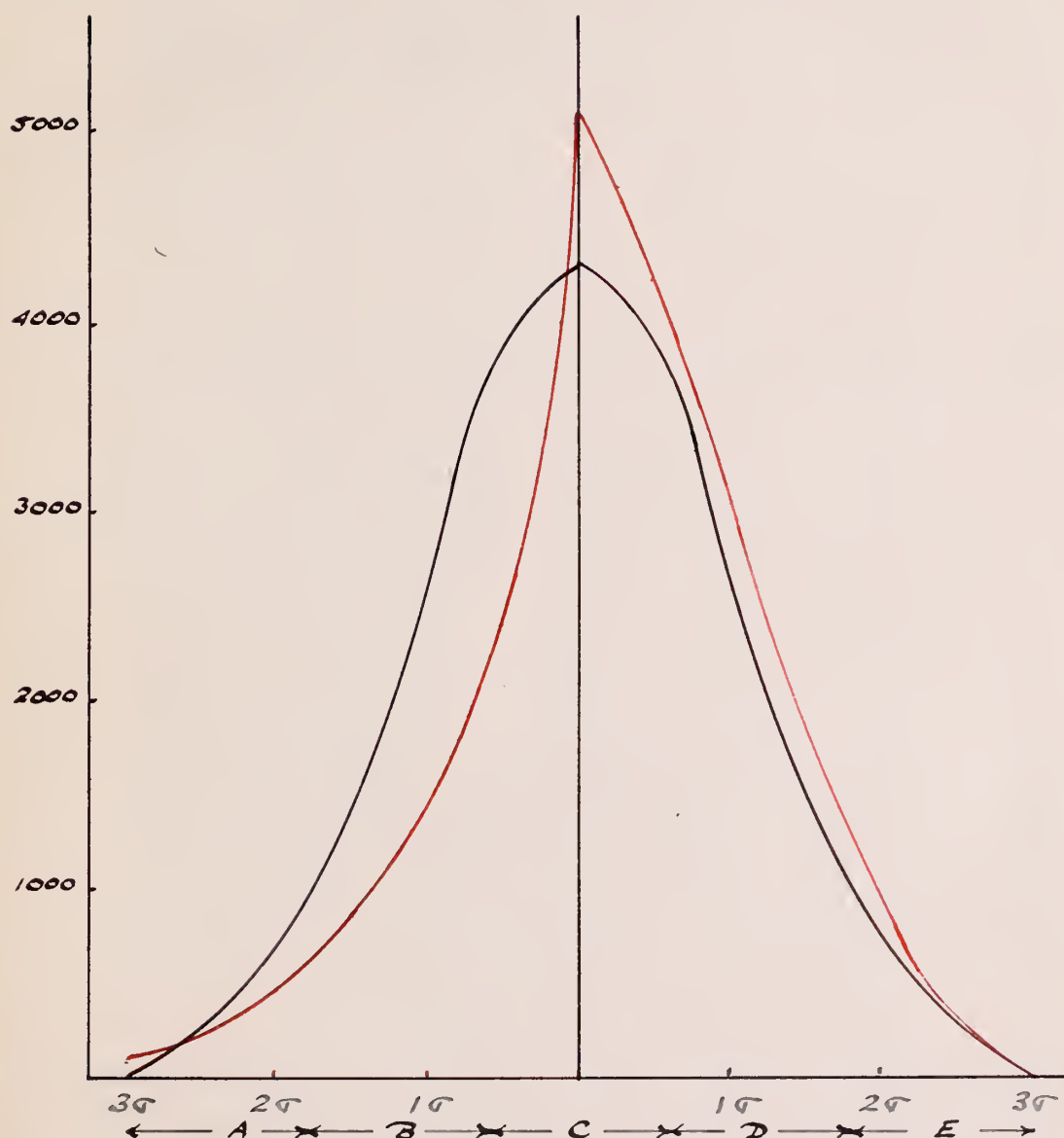


No. 3. Graph of the marks given by one teacher compared with the normal curve of the marks given by the entire teaching force.

Plotted from data taken from the report of Nov. 1, 1928.

Dorchester High School for Boys

Boston, Mass.

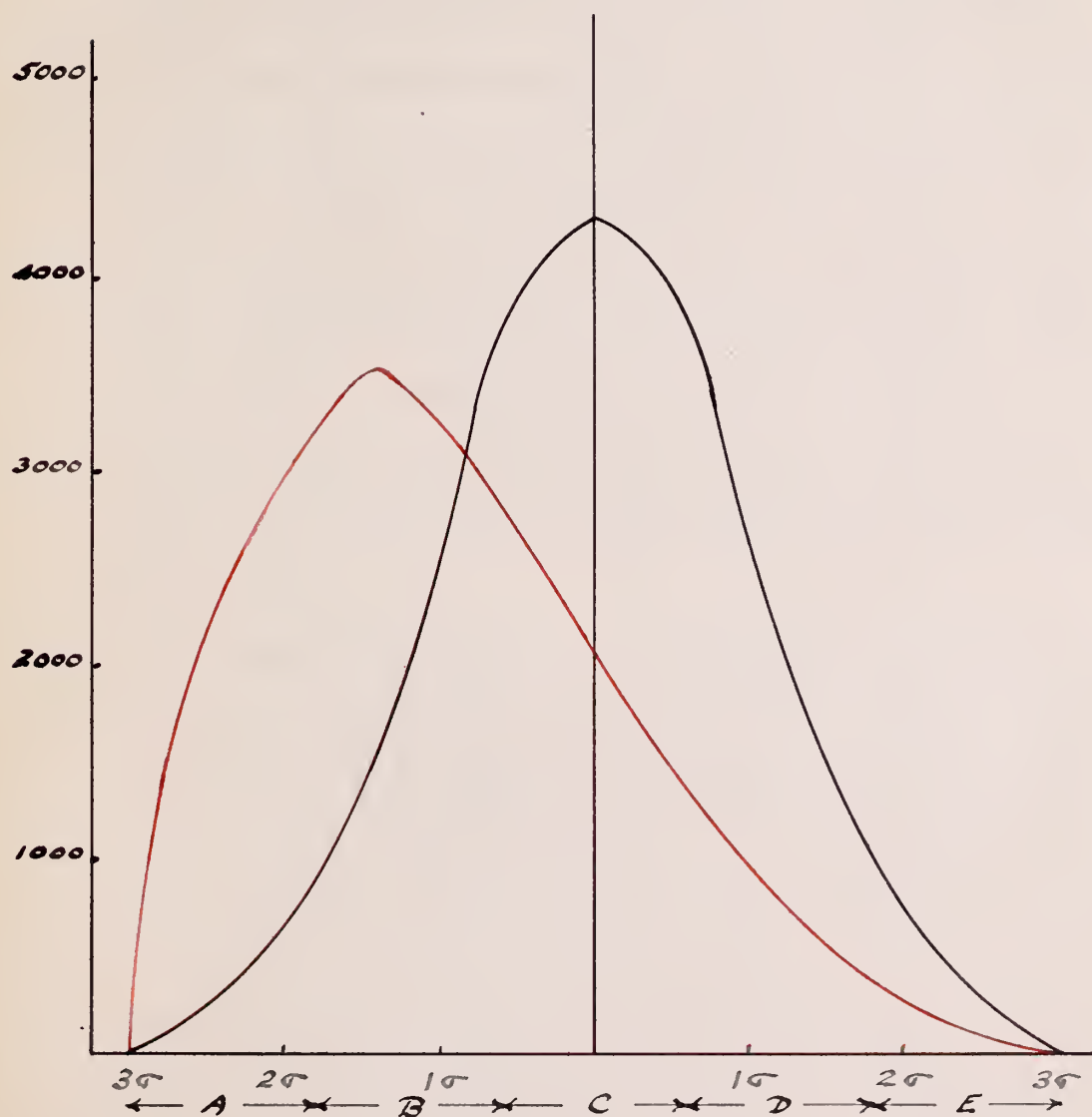


No. 4. Graph of the marks given by one teacher compared with the normal curve of the marks given by the entire teaching force.

Plotted from data taken from the report of Nov. 1, 1928.

Dorchester High School for Boys

Boston, Mass.



(c) The second bi-monthly reports.

1. Comparisons with previous report.

This thesis is being written at the end of the second bi-monthly report, and the writer recognizes that it is too soon to look for any great changes. The causes of failure are too complex to be completely remedied in a few weeks time. As was suggested earlier in this discussion the problem of failures will always persist to some extent.

A few significant data are available. The honor roll contains 102 names, almost twice as many as in the previous report, although the percentage of A's and B's has advanced only about 2%. This means that the good marks have been more consistently given to the better pupils. 29% of the marks were so scattered the first two months that only 59 boys received all A's and B's, while in the second period 30% of the marks were so distributed that 102 boys got all A's and B's.

19% of the marks were failure marks. This is a slight increase over the first report, but it will be remembered that there was an excess of middle grades at that time. These have now been worked out into the regions at either side, and the distribution is really more like the normal.

As is usually the case while failing pupils are being given attention others from lack of attention slip and easily drop into the failure class. This proved to be the case this time for while the percent of failures increased slightly there were many individuals who improved their

marks under the pressure of the various agencies.

The particular phase of this work that interested the writer was the consultation of parents. The letters sent home apparently bore fruit even though the parents did not visit the school for consultation as much as was hoped. Of the 108 whose parents failed to make any response to the Committee's letter 41.6% improved their marks during November and December, but there was a greater improvement in those cases where the parents visited the school. 20 of the 39, or 51%, whose parents visited the school improved their marks. The writer believes this was largely due to the friendly conference in which the importance of home study was emphasized in the presence of both the boy and the parent.

V. CONCLUSION

(a) What feature of the plan yields the greatest returns?

No method has been found during this trial year to measure the results of all of these agencies directed toward the reduction of failures. It is impossible to say just what may account for a boy's success following failure.

The records show that during the second bi-monthly period 44.2% improved their marks, but it is hard to say just what accounted for this improvement.

When success follows failure it may be that the boy's own conscience and self-respect have aroused him to greater effort; it may be that the combined efforts of parent and teacher have driven the boy to greater scholastic attainment; or it may be that the subject teacher has gained the confidence of the boy with the desired result. The usual reply which the boy makes to the question of why he did better is: "I worked harder."

The writer believes that whatever phase of the plan comes under the head of "Guidance" is worthy of merit, for after all nothing but lack of intelligence should cause a person to miss the goal for which he is striving, if he receives the proper kind of guidance along the way. And this seems just as true of intellectual attainment as it is of ordinary mechanical travel along our national arteries of traffic where guide boards clearly point the way.

A study of failures by B. E. McCormick¹ states "In the judgment of teachers only 11.9% of all failures were due to mental inability, poor general health, and defective vision and hearing over which the school has little control. 88.1% of failures were due to other causes such as lack of application, laziness, poor preparatory training, conditions over which the school does have control. If the judgment is correct certainly improvement should be effected through changes in conditions and practices in the school."

The writer's experience in dealing with failing pupils

1. A study of Failures. B. E. McCormick, School Review, June, 1922.

agrees with the findings of Mr. McCormick to the extent that only a very small percentage of the pupils admitted to high school are actually unable to do work of the secondary school, but they fail because they have been guided, or have wandered about unguided, into paths unsuited for them. With the proper mental and moral background it would seem from the above study that 88% of the failing pupils offer a field for guidance that may bear bountiful fruit. What Professor Davis has said regarding vocational guidance is equally true in educational guidance. "Very little experience in counseling will impress upon one the fact that all the plans just suggested will not have the desired result if the character of the applicant is at fault. The best advice can be given regarding the vocational outlook, but the one receiving the advice must have the moral stamina to carry out the suggestions given."¹

Numerous other references in articles of recent date may be found which point plainly to the importance of guidance in our secondary school program. A fair sample of what several studies have shown is the following: "Evidently children who are retarded in the elementary schools are not likely to go through high school with scholarship records high enough to meet the entrance requirements of this college.

As shown by data presented it is the children who have failed and dropped back somewhere in the elementary school who are lowest in scholarship during the first year of high

1. Davis, Jesse B. Vocational and Moral Guidance, p. 145.

school, who fail or drop subjects more often, and who seldom find their way to college."¹ The same writer concludes that accelerated pupils succeed usually, and that normal pupils are more successful than retarded, and less successful than accelerated pupils.

Symonds in *Measurements in Secondary Education* says: "'The doors of the high school should be open to all' is a present day slogan, and in the face of such public sentiment high school authorities do not care to challenge those who wish to enter high school. This attitude has a foundation in benevolent intentions, but like so many democratic notions, it operates rather blindly. The facts are that a large percentage (20%) of those who enter high school drops out before the second year and a large number of those who do drop do so because they do not have the capacity to do the work. These facts indicate that the present policy is too liberal and even though we may admit that the high school should be open to all who wish to enter, schools could do more than they are now doing to insure that the pupils who come to them shall be directed toward activities in which they will be successful. Placed in this light the problem becomes one of guidance rather than admission."²

The same author after discussing the studies of Miles,

1. Beik, A.K. Relation of the Class Room Success of Children in College Preparatory Courses of the High School to Their Rate of Progress in the Elementary School. *Journal of Applied Psychology*, August, 1928. p.
2. Symonds, Percival M. *Measurement in Secondary Education*. p. 390-391.

Kelley, Fretwell, Ross, Fleming and others arrives at the conclusion that school officials in a large city system which is well supervised so that the elementary schools all over the system hold to the same standards may use the elementary school marks to predict success in high school, but should use intelligence tests to supplement them.

Boston recognizes the need for guidance in one of its circulars recently issued. "The need for guidance (educational and vocational) as an integral part of the intermediate school program was appreciated by the Board of Superintendents as evidenced in the setting aside of one hour a week for such teaching in the seventh, eighth and ninth years."¹

(b) The value of parent-teacher-pupil conferences.

Conferences with parents and pupils gave definite evidence of the value in this method of procedure to avoid failure. Others have found similar evidence. Mr. McCormick whose article in School Review for June, 1922 was quoted earlier in this paper found that parent and pupil conferences reflected in smaller percentages of failures. Teachers who had the greatest percentage of parent conferences had the smallest percentage of failures.

C.A. Gardner, Forth Worth, Texas, says: "Educational leaders in certain American cities, notably Dallas and Seattle, have made a scientific approach to the study of failures from the teacher's point of view." "To find out the real cause of

1. Board of Superintendents' Circular No. 2, 1928-29.
Boston Public Schools.
Guidance-Educational and Vocational. A tentative Plan for Group Counseling in Intermediate Schools.

failure one must gain the confidence of the pupils."

"The expert pupil adviser occupies a very strategic position in the high school."¹

(c) Classification by abilities.

While the high school program does not lend itself readily to the advantages in ability grouping, the writer believes this plan should be followed as far as the conditions will permit. Where classes in the same subject are reciting the same hour it is not difficult to change pupils from one to the other, and so manage that one class does somewhat more difficult work than the other, and so that the work of each is adapted to the abilities of the members of the class. This plan was tried in both chemistry and physics during the past year in the school where the data for this article were obtained, and the teachers feel that it had decided advantages. There will be practically no failures in the better classes, and few in the others, because the work was adapted to their needs and abilities. Boys who are not fitting for college do not need the strenuous work in mathematical physics and chemistry, and yet there is a wealth of material to learn in both of these subjects which does not involve mathematical calculations.

An editorial comment in School Review for Feb. 1928² refers to a study of two groups (1) a selected group taking 5 solids and (2) an unselected group taking 4 solids. The

1. Gardner, C.A. A Study of the Causes of High School Failures. School Review, Feb. 1927, p. 108-112.
2. Scholarship and Number of Units of Work Taken in High School. Editorial Comment, School Review, Feb., 1928, p. 83-84.

conclusion was: "A selected group taking five solids may perform as well in their school work as an unselected group of pupils taking four solids."

William H. Dooley in *The Education of the Neer-Do-Well* says: "A great many children of the same chronological age may safely be placed in the same grade in the school up to the 6th grade, about the age of 12. But at about this period individual children differ from each other in mental and physical development to a marked degree, and a wholesale classification has proved to be inadequate."¹

One of the methods of determining into what group pupils should be placed is the use of intelligence tests. Under the title *The Administrative Use of Intelligence Tests in High Schools*, the 21st Year Book² of N.S.S.E. points out many attitudes taken by teachers toward the tests and states that the same attitudes were manifested by U.S. army officers. "The mental tests were of greatest service among those officers who realized their possibilities and limitations." "Mental tests are designed to measure native mental ability, not achievement. The school administrator should not confuse mental tests with achievement tests."

"Classification of high school pupils on the basis of mental ability should result in certain advantages:

1. It makes possible an adaptation of the technique of instruction to the needs of the group.
2. Classification makes possible, but does not insure,

1. Wm. H. Dooley, "The Education of The Neer-Do-Well" p.23.

2. 21st Year Book. p.191.

an adaptation of materials of instruction to the needs of the group.

3. Classification may make competition operative as an incentive.

(d) What the heads of departments can do.

There is no limit to the work that a head of a department can do to decrease failure in his department, but in the plan being discussed here his best work can be done in unifying his department in the matter of grades. There was evident in the statistics presented that the range of marks of all grades was too large. Teachers were not marking on the same basis. They should be informed, and to accomplish this data from the whole school and from other departments should be brought to their attention and studied. This is no small task when coupled with the teaching of a heavy program, so the study should be taken up carefully and not hurried; such a study might reasonably take an entire year, but good would surely come from it.

One of the heads of departments in the school now being studied gave grammar tests to all the English classes in the school, and the results afforded material for many conferences with his teachers, both individually and collectively. One very striking point that was brought out was that in every case where a class had been in the hands of a substitute teacher that class got the lowest percentage. Shall the failures in those classes be assigned to the pupils or the system? No doubt not only progress in education was hindered by this

unfortunate device, but worse than that the morale of these classes was shattered.

(e) Technique for reducing failures.

The writer believes that by taking the data obtained thus far this year and data which can be obtained during the remainder of the year a technique for preventing failure as well as reducing it can be developed for use another year.

The chief causes of failure that have come to his attention are common to all school systems, and one list is almost the duplicate of another. Superintendent John C. Unger, Hugo, Colo.¹ offers the following and the writer's experience has been so similar that he accepts this list in place of one of his own:

1. An apparent lack of interest by the pupil in the subject taken.
2. Poor teaching and lack of sympathetic attitude on the part of the teacher.
3. A weak elementary background.
4. Irregularity of attendance.
5. Poor conditions for home study.
6. Lack of sufficient study.
7. Indifference.
8. Poor guidance.
9. Wrong grouping.
10. Work after school.
11. Lack of harmony between teacher and pupil.

1. Unger, John C. High School Failures and How to Reduce Them. School Executives Magazine, March, 1929, p. 297-300;

12. Immaturity of pupil.

13. Lack of adequate preparation for high school work.

14. Too many outside interests.

A review of this list convinces one that there is not one of the items that cannot be treated by the plan herein outlined. They are all problems upon which teachers, parents and pupils should get together, and in many cases some improved conditions will result. It may be that the parent will have to be told that the pupil must drop all interests outside of the school work, or he may have to put aside his ambition to send his boy to college when it has been clearly demonstrated that the boy has not the aptitudes to carry out that ambition and attain that goal. Teachers may need to be advised as to methods of reaching boys who are not interested. Contents of courses may need to be modified. Regular attendance may have to be insisted upon. But whatever the need the writer feels that there is an avenue provided for administering to it, and that some good will result.

(f) Is the plan workable?

During the administration of the plan herein considered the writer has observed that it has operated well in at least three respects:

1. The work involved has been distributed throughout the entire faculty. There has been team work.

(a) The committee has supervised the work and cared for the most needy cases.

(b) The department heads have supervised cases within their own departments.

(c) Home room and subject teachers have been responsible for attending to cases of single failures.

2. Evidence points to advantages in conferences with the parents.

3. The fact that all teachers have been concerned in the problem of failures has impressed them with the importance and persistency of the problem. Our hope and object is to decrease failures, and though this may prove impossible beyond a certain limit, it nevertheless is an undisputed fact that if attention is not continually given to the problem, failures will increase almost beyond limit.

(g) Do results justify the expense and time involved?

Many hours have been spent in conferences, letter writing, telephoning, and studying upon matters relating to the failures in this school, but the writer believes that even so the results justify the work. Any amount of labor that will save our young people from a life punctuated with failure is worth the cost.

Gustave A. Feingold writing for Educational Administration and Supervision¹ says: "Every pupil who fails to be promoted with his class in the average high school represents

1. Feingold, Gustave A. Mental Analysis of High School Failures. Educational Administration and Supervision, Mar., 1917, p. 125-138.

an additional cost of 70 to 80 dollars, and incurs a loss in earning power to himself and his father of 325 dollars." "Obviously in the long run, the loss of its hold on its school children becomes a greater economic and moral liability to the community than any expenditure it may incur in retaining them to the full limit of time."

The fact that failure is so expensive both economically and morally is all the more reason for some systematic method of dealing with the situation so as to keep it as nearly as possible at its lowest level.

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The following references have been used and found especially helpful in the preparation of this thesis.

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Journal of Applied Psychology, Aug., 1928, p. 429-436.

Davis, Jesse B. Vocational and Moral Guidance, Boston, Ginn & Co., 1914, 303 p. Entire book read in preparation for this work. One of the earliest discussions in book form of the question of vocational guidance. The author has recorded for the benefit of others who may become interested in this work his experiences in this field.

The book contains chapters on vocational and moral guidance, the vocationalized curriculum, vocational counseling, advice to parents, methods of teaching guidance, etc. Chapter V, dealing with vocational direction in the grades, bears especially on the present discussion. The author contends that the pupil has to make a decision about his life work early in his school course. Teachers

try to help, but have had little chance to broaden their own vision. An outline for the 7th and 8th grades is suggested. Advocates the use of English compositions as a background for vocational direction.

"It is our duty so to present the value of some form of education or special training to these eighth grade pupils that they will take the next step wisely. The pupil must be prepared, so far as possible, in his own consciousness for these steps."

Part I. deals with vocational and moral guidance through education. Part II. tells how some practical workers have obtained results.

There is an extensive bibliography.

Dooley, Wm. H. Education of the Neer-Do-Well, Boston, Houghton Mifflin Co., 1916, 164 pages. An extensive account of the author's experiences with shiftless and backward children. Several chapters bear upon this problem.

Offers suggestions on solving the problem of the boy or girl who leaves school early and gets into a "blind alley" job. Shows how the neer-do-well is neglected, and pleads for special attention to this type.

"There can be but little question that our public school system has been very wasteful with the material it has been working with." "Our public school system should audit our social and industrial accounts and publish the

opportunities available to our young people that they may choose their life work more scientifically, and thus reduce our scrap heap of unskilled labor to a minimum."

Describes some American experiments that have been made involving prevocational and continuation schools, and suggests a constructive program.

Earp, J. R. Tobacco and Scholarship, Scientific Monthly, April, 1928, p. 335-337. A study made at Antioch College of the effect of tobacco on scholarship. So far as intelligence ratings were concerned the abstainers had no advantage over the users of tobacco. However, several investigations showed that there was remarkable agreement in that non-smokers whether in high school or college were better students. Writer states that real reasons why this is so are still uncertain, although there are many opinions.

Editorial Comment, School Review, Feb., 1928, p. 83-84. Refers to an article by Celia D. Pierson and Charles Nettels in the Oct.-Nov. 1927 Educational Research Bulletin. Article compares achievements of pupils taking different types of programs. Comments on the findings that selected groups can carry heavy programs successfully.

Feingold, Gustave A. Mental Analysis of High School Failures, Educational Administration and Supervision, March, 1917, p. 125-138. Deals with findings of the author regarding failure, and points out especially the cost of non-

promotion. Major failures are due to lack of ability and lack of industry. Mentally backward pupils leave high school in increasing numbers in successive years while shirkers keep up their attendance.

Gardner, C. A. A Study of the Causes of High School Failures, School Review, Feb., 1927, p. 108-112. A thorough study of causes. Treats of causes of failures from the standpoint of the teacher but claims scientific approach must be made through the pupil. This necessitates getting the confidence of the pupils and requires exceptional tact and skill on the part of the educator.

Guidance, Educational and Vocational. A Tentative Plan for Group Counseling in Intermediate Schools. Board of Superintendent's Circular, No. 2, 1928-29. 40 pages. Shows what steps are being taken to give Boston pupils guidance toward secondary school courses. A program of suggestive units for Grades VII, VIII, and IX. Each unit, of which there are from five to seven for each grade, has several aims which may be studied through suggested topics. Lesson sheets with objectives, suggested procedures, and outcomes are also presented.

Johnson, F. W. A Study of High School Grades, School Review, Jan. 1910, p. 13-14. An article telling of some of the first recorded study of variability in teachers' marks. The author made an extensive study of marks by depart-

ments and of individual teachers in the University of Chicago High School. The article records his findings and points out the causes and significance of the great variability in marks which his study disclosed.

Johnson, F. W. Administration and Supervision of the High School. Boston, Ginn & Co., 1925, 402 pages. Chapter XV refers particularly to this study. It deals with variability of marks, the purpose of marks, what marks represent, achievement quotient, distribution of marks, the marking scale, and the normal curve as applied to the marking scale.

Johnson, L. W. Technique for Preventing Failures. American Educational Digest, July, 1928, p. 493-495. Definite suggestions for dealing with failing pupils. Claims a high percentage of failures in high schools is an indication of a normal condition under present scheme of organization. Discusses present conditions, and claims the high school is a sorting agency whose chief function is fitting pupils for college. Shows why this condition exists, why it is undesirable, why failures result, and suggests ways of preventing failure.

Kelly, F. J. Teachers' Marks. Their Variability and Standardization, Columbia University, Teachers College Contributions to Education, No. 66, 1914, 139 p. A standard work on marks.

Author discusses the problem from two viewpoints.

First, he sets forth the situation as it exists with respect to teachers' marks, and second, he examines certain standard tests and scales to determine their effectiveness in improving the situation.

The author summarizes the work of former students on marks and their variability, and draws conclusions regarding the widely different meanings of marks as used by different teachers in rating pupils for promotion. There is a great difference between the standards of different schools; a mark of 70 in one school means more than a mark of 81 in another. The percentage of pupils failed in high school and in college varies widely, from 0 to 28 or even more.

There are references to many studies of standards in high schools and colleges as well as in the grades. Invariably there is great variation in standards. Regarding the retention of position by pupils he says: "If we can come no nearer than that (50%) in ranking our children for general ability, we cannot hope to command much respect as a teaching profession."

"Rather should the revelation made by these studies open our eyes to the real need for some more effectual method for establishing standards whereby both teachers and pupils may measure progress."

Referring to great variability in the marking of examination papers he says: "If the superintendent expects to place much significance upon the uniform tests which he

gives he must either have the marking done by a single judge, or else must make out a scale for the rating of papers by which the variations of the several teachers may be greatly reduced."

Landis, C. and Phelps, L.W. Prediction from Photographs of Success and Vocational Aptitude, *Journal of Experimental Psychology*, Aug., 1928, p. 313-324. Claims practically no correlation between photographs and success. Interesting in that it shows the great variety of studies being made of failures, their causes and methods of preventing them.

Latin, High and Intermediate Schools. What they offer pupils from elementary and intermediate schools. A guide to the choice of a suitable secondary school. School Document No. 6, 1919, Boston Public Schools. 31 pages. Descriptions of the various central and suburban high schools, telling where they are located, what courses they offer, etc. There are sections for the pupils to read, and sections for the teacher who is to give advice. Intended particularly for the Boston pupil, but the method of presentation might be used in any large city.

McCormick, B.E. A Study of Failures. *School Review*, June 1922, p. 431-442. Much information on causes of failures. Failure chiefly due to lack of application. Experienced teachers have fewest failures; they know better how to make shirkers work. Study made in LaCross (Wis.) high

schools. Shows percentage of failure by semesters in different years, by subjects, by teachers of the same subject, by reasons as reported by teachers.

Miller, W. S. The Administrative Use of Intelligence Tests in High School. 21st Year Book National Society for the Study of Education p. 189-222. An extensive discussion of the value of intelligence tests. Discusses the following: What do mental tests measure? the selection and giving of mental tests, recording the test scores, tabulation of results, the percentile graph, correlation graphs, classification on the basis of test scores, mental tests and school marks.

Prizes and Improvement of Scholarship. Editorial Comment on an article in School Topics, the official publication of the Cleveland, Ohio, School Board. School Review, Feb., 1928, p. 92-3. Quotes different authorities on methods of improving scholarship. Inspiring teachers the best means. Prizes and awards "simply spur those who need no spurring". Prizes tend to emphasize those who can not get them. "Any stimulus that does not reach the entire group tends to discouragement of a very considerable portion of the group."

Report on Age and Progress of Pupils in the Boston Public Schools. School Document No. 12, 1925. Boston Public Schools, 136 pages. Used for information regarding grading in high schools. An exhaustive study of age

and progress of pupils through the Boston schools. All grades are represented. The report goes into particulars regarding the collection of data, tabulation, etc. Many tables are given. Numerous graphs are presented. Some of the topics with which the report deals are: A study of pupils' progress through the school, distribution of pupils through the grades according to age, causes of over-ageness, age-grade study, -high schools, distribution of pupils according to progress, progress, -high schools, relation between intelligence ratios and progress, withdrawals, non-promotions and causes, ratings of pupils, etc.

Symonds, Percival M. *Measurement in Secondary Education*. New York, Macmillan, 1927, 588 pages. Discusses reasons for measurement in the high school, and various standardized tests for different subjects and departments. Chapters particularly useful in this thesis were those dealing with prediction of success in high school, the use of tests in guidance, promotion, ability grouping, and marks and marking systems.

Unger, John C. *High School Failures and How to Reduce Them*, *School Executives Magazine*, March, 1929. p. 297-300. Defines failure. Enumerates fourteen causes and discusses ways of reducing failures. A compilation of replies to questionnaire sent to teachers and school officials in Colorado.

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